

Year 2 Assessment in 2017.



Year 2 Assessment

- New National Curriculum introduced in 2014.
- New assessments for Y2 and Y6 started in 2016.
- Increased expectations in new curriculum and assessment.

Year 2 Assessment: Why?

- School Accountability
- Clear communication with parents

Year 2 Assessment: What?

- Written tests
- Teacher Assessment
- 'Interim Assessment Framework' for 2016 and 2017.



Year 2 Assessment: When?



- No set days: Tests must be administered during May.
- Teacher Assessments must be completed by 29th June.
- Tests are only a part of the assessments. We also use information from class to create a full picture of your child's attainment.
- N.b. Children who did not pass the Phonics Screening Check in Year 1 will take the Phonics Screening Check in June.

Year 2 Assessment: tests



- English reading Paper 1: combined reading prompt and answer booklet.
- English reading Paper 2: reading booklet and separate reading answer booklet
- Mathematics Paper 1: arithmetic
- Mathematics Paper 2: reasoning
- Optional English grammar, punctuation and spelling Paper 1: spelling
- Optional English grammar, punctuation and spelling Paper 2: questions
- There is no longer a test for English writing. The assessment will come from your child's writing in class.

Year 2 Assessment: tests



- The tests will take place in May.
- They will be kept low key and the children will not be told that they are completing SATs.
- Children have already taken part in similar assessment style activities so the format will be familiar to them.
- They are not strictly timed so children will not be rushed.
- Hopefully children will not realise that their SATs have been completed!

'Test conditions':

Equipment	<p>Pupils will need the equipment specified below:</p> <ul style="list-style-type: none">• a blue / black pen or a dark pencil• a rubber (optional). If rubbers are not provided, you should tell pupils that they may cross out any answers they wish to change. <p>Pupils are not allowed the following equipment in the test:</p> <ul style="list-style-type: none">• calculators• rulers• number apparatus e.g. ten base materials, number square, number lines etc.
Assistance	<p>You must ensure that nothing you say or do during a test could be interpreted as giving pupils an advantage.</p> <p>If a pupil requests it, a question may be read to the pupil on a one-to-one basis. However, you can only read numbers and not mathematical symbols. This is to ensure that pupils are not given an unfair advantage by having the function inadvertently explained by reading its name. The examples below illustrate how to deal with some common situations.</p> <p>Q. What does this sign here mean? A. I can't tell you, but think hard and try to remember. We can talk about it after the test.</p> <p>Q. Does this mean take away? A. I can't tell you, but think hard and try to remember. We can talk about it after the test.</p> <p>Q. What does 'of' mean? A. I can't tell you, but think hard and try to remember. We can talk about it after the test.</p>

Maths: Arithmetic test (about 20 minutes)

Example questions

$$\frac{1}{3} \text{ of } 21 = \boxed{}$$

$$65 + \boxed{} = 93$$

$$70 - 18 = \boxed{}$$

$$8 + 5 + 4 = \boxed{}$$

$$35 \div 5 = \boxed{}$$

$$8 \times 10 = \boxed{}$$

Mathematical reasoning test

(about 35 minutes)

Example questions

30 Look at these fractions.

$$\frac{1}{2} \quad \frac{1}{3} \quad \frac{2}{4} \quad \frac{3}{4}$$

Circle the **two** fractions that are **equal**.

23 Amy writes an answer to the calculation below.

$$57 - 31 = \boxed{26}$$

Now write an addition to **check Amy's answer**.

$$\boxed{} + \boxed{} = \boxed{}$$

27 Sita has **50** raisins.

She gives **23** to Ben.

She gives **15** to Amy.



How many raisins does Sita have left?

Show
your
working

raisins

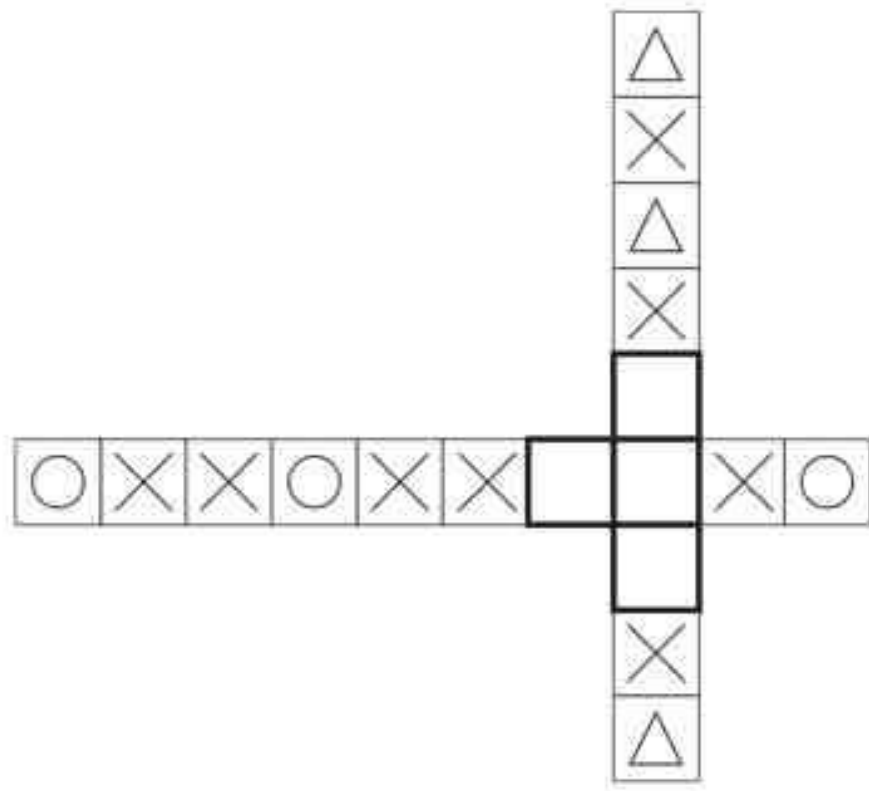
Mathematical reasoning test

(about 35 minutes)

Example questions

9 Here are two shape patterns.

Draw a shape in each empty box to make the patterns correct.



19 Amy buys an ice-cream for 90p.



(a) Tick (✓) **three** coins to show how Amy can make **90p**.



(b) Tick (✓) **four** coins to show another way to make **90p**.



Spelling Test

(about 15 mins)

Example questions

11. My grandad was _____ a cake.

12. The children _____ all of the words.

13. Our class built a _____ from clay.

14. A _____ can hold its breath for two hours.

15. The musician gave concerts all over the _____.

16. Dad _____ to meet the children.

17. A rose _____ fell to the ground.

18. I saw a beautiful _____.

19. The school garden is a _____ place to sit.

20. Susan had a large collection of _____.



Grammar and Punctuation Test

(about 20 mins)

Example questions

5

Look at where the arrow is pointing.

The children went home Josh had enjoyed his party.



Which punctuation mark is missing?

Tick **one**.

comma

question mark

apostrophe

full stop

Grammar and Punctuation Test

Example questions

6

What type of word is underlined in the sentence below?

Poppy held the baby rabbit gently in her arms.

Tick **one**.

an adjective

an adverb

a noun

a verb

Grammar and Punctuation Test

Example questions

8

Read the sentences below.

Growing Beans

Place some damp cotton wool in a jar.

Push a bean seed down against the side of the jar.

Wait for the bean seed to sprout.

Tick the word that best describes these sentences.

Tick **one**.

statements

questions

commands

exclamations

Reading Test

(Paper 1: about 30 mins, Paper 2: about 40 mins)

Example questions

(pages 6 – 7)

7

Draw lines to match these characters to the help they gave the blackbird.

fox

ants

river

frightened the king

scared the chickens

terrified the elephants

Reading Test

Example questions

Questions 1 – 8 are about
The Blackbird and his Wife (pages 4 – 7)

(page 4)

1 Why did the king want to have the blackbirds?



(page 4)

2 Why was the blackbird's wife sad?



(page 4)

3 What instrument did the blackbird play on the way to the palace?



(page 5)

4 The king treated the animals badly.

a) What had the king done to the fox?



b) What had the king done to the ants?



Reading Test

Example questions

10 Tick **two** good points about plastics.

Plastics can be...

Tick **two**.

nice to smell.

any shape.

grown.

eaten.

many colours.



Year 2 Assessment: Teacher Assessment

- Reading, Writing and Mathematics.
- Working towards, at or in greater depth than the expected standard.
- Additional category for those who do not reach the description of 'Working towards the expected standard' called 'Foundations for the expected standard'.
- Science – working at the expected standard or not working at the expected standard.

National data from 2016

74% of children reached the expected standard in Reading.

65% of children reached the expected standard in Writing.

73% of children reached the expected standard in Maths.

Year 2 Teacher Assessment:

Maths

Working towards the Expected Standard

Some examples:

The pupil can demonstrate an understanding of place value, though may still need to use apparatus to support them.

The pupil can read and write numbers correctly in numerals up to 100 (e.g. can write the numbers 14 and 41 correctly).

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Year 2 Teacher Assessment:

Maths

Working at the Expected Standard

Some examples:

The pupil can add 2 two-digit numbers within 100 (e.g. $48 + 35$) and can demonstrate their method using concrete apparatus or pictorial representations.

The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing $35 \div 5 = 7$; sharing 40 cherries between 10 people and writing $40 \div 10 = 4$; stating the total value of six 5p coins).

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Year 2 Teacher Assessment:

Maths

Working at
greater
depth than
the
Expected
Standard

Some examples:

The pupil can use multiplication facts to make deductions outside known multiplication facts (e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that 18×5 cannot be 92 as it is not a multiple of 5).

The pupil can read the time on the clock to the nearest 5 minutes.

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Year 2 Teacher Assessment:

Writing

Examples of the expected standard

This book review is based on the pupil's experience of reading 'The Gruffalo's Child'.

The use of a single sentence type (statements) is appropriate to the purpose of the piece, which is to provide information and description about the book and to give the writer's opinion of it.

The events, the characters and the scene are vividly described, predominantly through the use of expanded noun phrases which draw on the vocabulary of the text. This demonstrates the writer's clear enjoyment of their chosen favourite book.

(C)

My favorite book from Julia Donaldson is The Gruffalo's

child because the description is very good. Also the

characters are good because there are two good

Gruffalo's and one small mouse. My favourite part is

when the child tiptoes out in the cold forest and was

brave.

The Gruffalo has shiny, sharp, white claws and

has purple spikes. It has eyes like fire, has sharp teeth

and has a green, gross sprout on his nose. The mouse is

so strong and it has a scaly tail. His eyes are like pools of

fire and also his whiskers are stronger than wire.

The story is about when the adult Gruffalo told his

child that no Gruffalo should ever set foot in the deep

dark wood. But one cold night the child tiptoes out in the

snow. He was nervous because he saw a trail in the

snow. He thought it was the trail of the big bad mouse but

it was the snake trail.

Mostly correct and consistent use of the simple present tense gives the writer's opinion and describes some events and characters in the book. (GP)

Subordination (introduced by the subordinating conjunction because) provides the reasons for the writer's opinions. (GP)

Co-ordination (using and) enables the writer to extend ideas and add information. (GP)

Sentence includes a list of expanded noun phrases, correctly separated by a comma. (GP)

Appropriate switch to the simple past tense, mostly consistent and describes a particular trail of events in the book. (GP)

Expanded noun phrases describe the scene in the wood and specify the whereabouts of the trail. (GP)

Co-ordination (using but) introduces a clause that contrasts with earlier information. (GP)

Spelling is almost entirely correct, including common exception words (because; child; cold; should) and the addition of suffixes (scaly; tiptoes; stronger).

Handwriting is legible and words are appropriately spaced, reflecting the size of the letters. Capital letters and digits are of the correct size, orientation and relationship to one another and to lower case letters. The use of diagonal and horizontal strokes needed to join letters is not yet established.

(T)

All sentences are correctly demarcated with capital letters and full stops. Commas are correctly used to separate items in a list. Although there is an error of punctuation in the phrase (two good Gruffalo's), the apostrophe is correctly used for singular possession in the title, 'The Gruffalo's Child'.

(GP)

Endangered Lions

Lions have lots of prombles

Apperance

Lions have big furry manes but male lions have even bigger furry manes. They have lots of fur all around them and they have black hair underneath their tummy's. All lions have long swishy tails and they have black hair at the end of their tail.



He is happy because no one is killing him.

Co-ordination (but) introduces the contrast between lions in general, and male lions specifically. (GP)

Consistent use of the simple present tense gives information about lions. (GP)

Expanded noun phrases describe the lions' appearance. (GP)

Subordinate clause (introduced by because) explains why the lion is happy. (GP)

Habitat

Lions live in Africa and in Africa they live in lots of grasslands. The grasslands are very hot because it is near the equator and it is in Africa.

Sentence provides both explanation and information through the use of subordination (because) and co-ordination (and). (GP)

Why is it Endangered

Lions are in Endangered because because people are keep on killing their habitas and killing them.

Diet

Lions eat other animals so that means the a carnivari.

Lions faviroute food is medium sized animals.

How we can help them

We can help them by saving them and not killing them if they are a bad preadator.

Subordinate clause (introduced by if) suggests lions should be saved despite their predatory nature. (GP)

*The wwf finds about the animals and why their endangered.

Wow fact

Lions are great preadators and they can smell very good.

Spelling is mostly correct, including common exception words (because; grasslands; people) and the addition of suffixes (furry; saving). Errors are mostly in less familiar vocabulary (prombles; Apperance; habitas; carnivari; preadators).

Handwriting is legible and words are mostly appropriately spaced, reflecting the size of the letters. Capital letters and digits are mostly of the correct size, orientation and relationship to one another and to lower-case letters. The use of diagonal and horizontal strokes needed to join letters is not yet established.

(7)

All statements are correctly demarcated with capital letters and full stops, but a question mark is omitted from the question in the sub-heading. (GP)

This piece of information writing is based on the pupil's experience of class work about conservation as part of a cross-curricular topic, 'Endangered Animals'. The organisation of the piece is appropriate to its purpose and helps the reader to easily access the information.

Statements are appropriately used throughout for the purpose of presenting factual information to the reader (Lions have big furry manes...; All Lions have long swishy tails and they have black hair at the end of their tail). A question is used in one of the sub-headings to engage the reader and while it has the correct question syntax, it lacks the appropriate punctuation mark (Why is it Endangered).

Following discussion with the teacher, an additional sentence has been inserted about the work of the World Wildlife Fund (*The wwf finds about the animals and why their endangered).

(C)

Year 2 Teacher Assessment:

Reading

Some examples:

The pupil can demarcate most sentences with capital letters and full stops and with some use of question marks and exclamation marks.

The pupil can use present and past tense mostly correctly and consistently.

The pupil can use the diagonal and horizontal strokes needed to join letters in some of their writing.

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Year 2 Assessment: Outcomes

- Test raw scores will be translated into scaled scores
- Scaled scores will be above or below 100, with 100 representing the national 'expected' standard.
- However, the test is just one piece of evidence. We also use information from class to create a full picture of your child's attainment. The test score will inform teacher assessment but not dictate it.

Year 2 Assessment: SAMPLE Outcomes

	Reading	Writing	Grammar Punctuation & Spelling	Mathematics	Science
Scaled Score	97	N/A	Optional	115	N/A
Teacher assessment	Working towards the expected standard	Working towards the expected standard	N/A	Working at greater depth than the expected standard	Working at the expected standard

	Reading	Writing	Grammar Punctuation & Spelling	Mathematics	Science
Scaled Score	97	N/A	Optional	113	N/A
Teacher assessment	Working at the expected standard	Working at the expected standard	N/A	Working at the expected standard	Not working at the expected standard

Reporting to parents

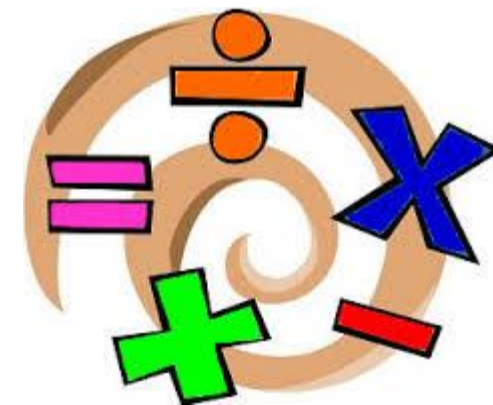
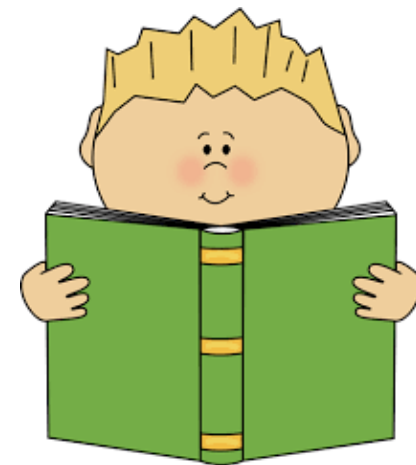
- Teacher assessments will be communicated to parents in the school report.
- You may ask for your child's scaled scores if you wish. But please remember that the tests are only one piece of evidence used to inform the teacher assessment. Some children may be very good (or not) at tests and the result of the test may not reflect their day to day classwork.

What you can do to help

- Regular reading
- Help your child with homework
- Practise Maths skills e.g. number bonds
- Find opportunities to apply Maths skills to real life

In May:

- Plenty of sleep
- Breakfast
- Keep it low key



Finally...

“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.” Albert Einstein

There is so much more to school than these assessments. The assessments do not test how kind your child is, their level of enthusiasm for learning, their musical talents or any of the other things that make your child unique and special.

Any questions?

